

KentuckyHistoricalSociety

‘The Kind Ladies of Ky.’: Civil War Prisoners of War

Lesson plan author: Jonathan McClintock, Henry Clay High School

Intended grade level: 8th

Number of students: varies

Major content: U.S. History

Unit: Civil War

Lesson length: 50 minutes (1 class period)

Context

- The lesson relates to broad goals of teaching students about the experiences of individuals living during the Civil War; an emphasis is placed on teaching students how to use and analyze primary sources.
- Students should have already begun their unit on the Civil War.
- The content of the lesson connects to what students already know about correspondence between individuals, about gender roles, about US geography, and about the chronology of the Civil War.

Learning Objective(s)

- Students will be able to interpret and analyze several primary source documents.
- Students will be able to use their interpretations and analyses to complete a graphic organizer.
- Students will be able to use evidence from primary sources to make informed arguments about the meaning and relationships of the primary sources.

Standards

SS-08-5.2.4

Students will describe the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War. DOK 3. *This lesson highlights the social and cultural customs during the Civil War.*

SS-08-5.1.1

Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction. DOK 3. *This lesson teaches students to utilize primary sources to explain behavior of people in history.*

SS-08-5.1.2

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3. *This lesson is designed to give students a multiplicity of primary source documents representing both life on the home front and behind bars during the Civil War through the correspondence between prisoners and citizens. Upon completion of this assignment, students will be able to use historical thinking skills and strategies to see the connections between those events and to understand how they shaped her personal history.*

CCSS.ELA-Literacy.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-Literacy.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-Literacy.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-Literacy.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

Resources, Media and Technology

Materials Needed:

- Included materials: Copies of primary source documents; transcripts of primary sources; copies of graphic organizer (HTS chart; student and teacher edition).
- Overhead projector/Smartboard; teacher computer.
- Sources:
 - [Stanford History Education Group](http://sheg.stanford.edu/) (<http://sheg.stanford.edu/>)
 - [Common Core State Standards Initiative](http://www.corestandards.org/ELA-Literacy/RH/6-8/) (<http://www.corestandards.org/ELA-Literacy/RH/6-8/>)
 - [Kentucky Department of Education / Every Child: Proficient and Prepared for Success](http://education.ky.gov/curriculum/docs/Pages/CCA-version-4.1.aspx) (<http://education.ky.gov/curriculum/docs/Pages/CCA-version-4.1.aspx>)
 - [The Civil War](http://www.sonofthesouth.net/leefoundation/civil-war/1862/april/camp-douglas.htm) (<http://www.sonofthesouth.net/leefoundation/civil-war/1862/april/camp-douglas.htm>)
 - [A State Divided](http://www.ket.org/artstoolkit/statedivided/mobile/gallery/rockisland.htm) (<http://www.ket.org/artstoolkit/statedivided/mobile/gallery/rockisland.htm>)
 - MSS 94, Hughes Family Papers, Kentucky Historical Society Closed Stacks

Instructions

(This can be done in groups or individually; ideally groups are as socially, academically, and culturally heterogeneous as possible)

1. Warm-up: Ask students to describe what they already know about the Civil War and what life was like for prisoners of war. (3 min.)

2. Mini-lecture: Begin by mentioning that prisoners were kept far away from their home states. Provide some background of the documents by informing the students that the prisoners writing the letters were confined in two locations and that they were writing in response to letters and packages sent by two sisters. Tell students they will be investigating the primary sources by answering four types of questions: Sourcing, Contextualizing, Close Reading, and Corroborating. Take time to explain the differences and the relationship between these questions. Explain to students that these questions are used by historians to figure out crucial details about primary sources, but that they also apply to modern documents like Facebook and Twitter posts. (5 min.)
3. Documents: Distribute copies of the primary source transcriptions and the HTS chart (1 per document). Preview the documents before distribution as some are more challenging than others. Please tell the students that the spelling and grammar are original. Ideally all documents should be used. Instruct the students to begin by answering the Sourcing questions, followed by the Contextualizing, Close Reading, and Corroboration questions on their HTS chart. (30 min. if using 2-3 documents; allow about 10 minutes per document)
4. Review: Summarize and recap student answers to the HTS chart; As a group, tie the documents together by addressing these additional questions and having students answer them on the HTS chart as an exit slip (note—not all of the documents will answer these questions; some of the questions are particular to individual letters. Be sure to assign all of the letters in order to answer all of the additional questions):
 - What items did the prisoners ask for? Why do you think that needed these items?
 - What other kinds of things did the prisoners seem to need?
 - Where did the sisters live? (note that they were assisting Confederate soldiers despite living in a Union city)
 - Why were they writing to these two sisters in particular?
 - Why do you think these sisters wanted to help the prisoners?
 - Which of the letters was not written by a prisoner?
 - What are some of the grammatical and spelling mistakes or idiosyncrasies in the letters?(10-15 minutes, depending on number of additional questions answered)

Accommodations

- Vocabulary lists can be created and provided for ELL; transcriptions of primary sources can be provided, edited, or omitted per level of academic achievement per individual student.
- The primary source PDFs can be viewed and manipulated via an overhead projector or Smartboard so that individual documents, words, or phrases can be read aloud or deciphered by the whole class or by individual students.
- PowerPoint can be extended to address specific primary sources.

Assessment Plan

Objective / Assessment Organizer

Objective Number	Type of Assessment	Description of Assessment	Adaptations/ Accommodations
1, 2	Formative	HTS Chart Worksheet	Extra time for students with IEP's Oral completion
3	Formative	Exit Slip	Extra time for students with IEP's Paraphrasing; prompting Oral completion

Letter 1

Camp Douglas, Nov. 12, 1863

Miss Sallie Hughes:

It is certainly very embarrassing for me to open a correspondence with you, not from any bashfulness, but having no idea of your disposition, it is a very difficult matter to write anything that would interest you, but still, hoping you will excuse my ramblings, which I know will be the most "prosey of the prose". I make you my opening bow, feeling that although we are strangers, yet a friendship may spring up between us that will enable us to open our minds to each other, and render our correspondence pleasant if not instructive.

This war has wrought many changes in social life, and matters and things, which in former days would have been thought an infringement on the rules of Etiquette, are now nothing but everyday things and are perfectly "Au Fait". So I make no excuses for adoring you more than I have written above. I hope by the time I have received two or three letters from you, I will be able to write something to amuse you, I would like to say much more, but I am limited to a certain number of lines which compels me to wish you a Good Day. "Au Revoir"

Edwin F. Carroll
2nd Ark Reg.
Camp Douglas

I have made a slight mistake in the name which please excuse E.F.C.

Letter 2

Rock Island Ills.

Apr 13th 1863

Miss Lucy Hughs,

We hope you will not think strange upon reception of this , we need some clothing very badly and have been directed by a friend to address you. R. B. Wright wishes you to send him one pr Pants, one Shirt, one pr Drawers, one Coat + 1 pr Socks. E. E. Waldrige wishes one coat, one pr Pants + 1 Shirt. W. J. Brandon wishes one-coat, one pr Pants one pr. drawers, one Shirt + 2 prs socks. By sending us the above named articles you will confer lasting favors. Direct the box to W. J. Brandon Barracks No. 49, Rock Island Ills[.] Please put in some Tobacco

Most Respectfully

W. J. Brandon

Letter 3

1864
Rock Island Ill Feb the 15th

Miss Annie Hughes,

You will be surprised on the reception of this letter from a stranger. But I hope you will not be offended with the one who writes it. Necessity compels me to call upon you for a few articles of clothing which I very much need. I have been a prisoner now for the last eight months and I cannot communicate with my friends at home which make [?] you a few lines.

If this letter meets with your approval, you will please send me a Suit of clothes + pair of Shoes No 7 + hat. If not pardon the boldness of a Rebel prisoner,

write to Sergt Nathaniel F. Smith
Barracks No 45
Rock Island Ill

Letter 4

Rock Island Barrack 43 March 24 1864

Miss Annie Hughes!

Dear friend having been prisoners now nearly 4 months, myself and brother are now very destitute of clothing, and being from south Alabama, we have no relatives within the union lines to send to for clothing. You will pardon me therefore if I appeal to your generosity for a few articles of which I stand greatly in need, namely, socks, drawers, pants, shirts, coat and hat – and if possible a little tobacco[,] if you cannot comply with all, we will be very thankfull with whatever you send. I am well aware that your generosity is taxed to the utmost by appeals of this kind, and I would be the last man to trouble you with it, if not a case of necessity, the size of the hats are one, 7 3/8. The other is 7 1/8. The pants – size 33, length 34 - you will please put each in a seperate bundle[.] I will now give you our names and Barracks

Joseph Maberry – Barrack 43 –

Denison Maberry Barrack 46 –

very respectfully
J. Maberry

Letter 5

Rock Island Prison Ill.

Barrack No. 25 –
June 13th 1863

Miss Anna Hughes
Louisville, Ky.

Kind Miss. Should it be in you power without discommoding your personal interest I will be ever grateful and under lasting obligations to you by forwarding to me one suit of clothes with a pair of shoes no. 8 and one hat size 6 7/8.

Yours most Respectfully
Richard Colkin
Wilcox Co. Ala.

Letter 6

Barrack 52 Rock Island Prison
Rock Island Ills. March 29. 1864

Miss Lucy Hughes
(care of Misters Smith & Waide)
Louisville, Ky

Madame

I beg to acknowledge the receipt of your favor of the 25th last, and sincerely thank you for the promptness you have been pleased to show in behalf of me who had no claims on your generosity. In reply to your query I have to inform you, I am a Virginian, I belong to Parker's Battery, Longstreet's Corps, my mother and family live in Richmond. I was captured near Knoxville in the 20 Nov. last, and have been in this prison since the 6th Jan. When the goods, you were kind enough to forward, arrive I will acknowledge the same. With sincere thanks for your wishes for my welfare.

I am Madame
Very respectfully
S.R. Tucker
Prisoner of War

Letter 7

Rock Island Prison Ills.
March 21st / 64

Miss Anna Hughes,
Dear Madam

Hearing of your generousness to our prisoners here + being a resident citizen of Alabama haveing no friends within your lines I have concluded to write to you + see if you would be kind enough to send a couple of us a few clotheing for we are very destitute of them. You may rest assured that they would be most thankfully received . Be kind enough to let us here from you shortly.

Your needy Friends
Lambert A. Chambliss + W. M. Wagner.

Direct your letter to
Lambert A. Chambliss
Barracks "K"

Letter 8

Rock Island Barracks
Rock Island Ill. April 2nd 64

Miss Lucy Hughs
Louisville Ky.

Miss Hughes

The Box containing Coat, Hat, Shoes, Cans of Fruit etc, for Mr. McDonald and myself, were received several days since. We would have written when it first came, but waited for the arrival of your letter, which you stated in the Bill, accompanying the Box, you had written us[.] The Letter has not arrived and has probably been misplaced.

The clothes all suited us well, and we will never forget your kindness in sending them. The Package for your cousin, was sent to him from the Office where they were inspected I suppose, as only those for myself + Mr. McDonald were given to me.

I would be glad to learn your cousin's name + barrack and become acquainted with him[.] Your many acts of kindness, and evidence of sympathy, from our Kentucky friends, let me assure you, is properly appreciated, and will ever be remembered, with feelings of Gratitude by the Prisoners at Rock Island.

Write me, when it is convenient for you to do so, for it will afford me much pleasure to hear from you[.]

Believe me your friend,
James Hill

Letter 9

Miss Annie Hughes

Rock Island Illinois

April 20th 1864

Both letters + the suit you sent me have been received for which I am under many obligations, the clothes in particular they are a perfect fit and I could not of been suited better in quality + style as it is the adoptive uniform of the "Rebel Army" [.]. You were right when you supposed we desired nothing fine[.] As for the letter that is one of the greatest luxuries we have.

If I should be so fortunate as to as to ever get back to "Dixie" I shall endeavor to see you venerable old Father + return to him "Thanks" in person for the kindness I have received from the hands of his daughters as It's a pleasure I cannot promise myself of ever seeing you[.] I am very much in need of a shirt + a pair of drawers but I've already ask to much of a stranger.

Respectfully + Gratefully Yours

Wm. H. Holyman Barrack #26

Letter 10

Rock Island Prison Illinois
Barracks No 11 February 18th 1864

Miss L. E. Hughes,

I received a letter from you four days ago and with it twelve pr. of shoes, [?], envelopes and tobacco all of which was gladly received. Your letter was dated January 23rd.

I also received a letter some two weeks ago from Miss Annie Hughes concerning the articles I got both of you stated there was a box. I did not get a box.

We do not know how to express our gratitude to you all for this token of your benevolence. We will ever remember the kind ladies of Ky. I distributed the shoes to the most needy of my friends[.] The tobacco was quite a treat to us. I understand from the reading of your letter that you sent clothing to me, but I received none, supposing it to be misplaced. I long to see you to thank you for those things. We are tolerable healthy and enjoy ourselves very well considering our condition. Please reply soon. My love to you all.

Your sincere Friend
Phillip Noland

Letter 11

Camp Douglas

Nov 27 1863

Miss Sarah [?] Hughes:

"To write or not to write, that is the question." But the most puzzling thing is to me is, what shall I write? but I have screwed my courage up, and now for a dash at something. You women are all alike, loving, interesting, and devilish, and I do not wonder at so many men's hearts becoming [?] in [?] by the little God's shaft. In fact you are the pride of the Earth and the leaders of all that is good, but do not for a moment suppose that I imagine you all to be "angels", far from it. For I have found out long ago that angels did not wear hoops, but you are so tantalizing, so arch[?], and so sweet that we are hardly able to keep ourselves from giving you an affectionate, or even a bearish hug[.] As a matter of course all women are amiable—in their own eyes—especially those who tear hair, scratch eyes [?], which you must acknowledge, are very amiable characteristics, and then you must acknowledge a "shrew" to be very amiable "Eh" If ever I get married, and my wife should turn out a shrew, I shall certainly try Petruchios plan.

"A woman, a dog, a walnut tree
The more you lick them, The better they be"

I shall certainly be much pleased to see your production, and as to proposing to the fair Authoress I shall certainly do so before leap Year[.] If she does not like it in her own hands and "pops the question" to somebody else before I can find words to "pop it" myself, Oh for more space, and for I have not said half

Yours truly,
Edwin F. C---

Letter 12

Headquarters Rock Island Barracks
Rock Island, Illinois,
Mar 5 1864

Miss S. E. Hughes
Louisville, Ky

Your Box of Clothing arrived in due time and was distributed as directed. All that were marked were delivered by myself, the balance I turned over to [?] in Chg. Hospitals for the needy that were convalescent and about to return to Barracks. Those I think are the needy ones. Hoping that you will properly mark all goods for distribution, I can assure you that all have and will be given out as directed[.]

Both Boxes arrived safely. The first was received and Receipted by Col A J Johnson Cmdt Post.

Very Respectfully
W. F. Layton
Lieut [?] [?] [?] of Pris

Reading like a Historian

- Sourcing
- Contextualizing
- Close Reading
- Corroborating

Sourcing questions:

When was the document written/produced?
Who produced the document?
What is the author's point of view?
Is the source believable?

Contextualization questions:

What else was going on when the document was produced?
What was it like to be alive at this time?
What things were different? What things were the same?

Close reading questions:

What claims does the author make?
What evidence does the author use to support those claims?
How does this document make me feel?
What words or phrases does the author use to convince me he/she is right?
What information does the author leave out?

Corroboration questions:

What do other pieces of evidence say?
Am I finding different versions of the story? Why or why not?
What pieces of evidence are most believable?